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The Development of Adobe Flash-Based Learning Media in the Material of Night Party Dress Making

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ABSTRACT

Development of adobe flash-based learning media on material for making party dresses tonight is motivated by the technological developments that exist today. Technological developments allow teachers to explore learning media more broadly, one of which is by utilizing computer technology.

The purpose of this development research is to develop adobe flash based learning media on material for making evening party dresses for class XII students of the Fashion Department at Malang State Vocational High School 7. The research method used is development research with the ADDIE model.

The results of field trials in students obtained a feasibility percentage of 93.3%. Based on this, it can be concluded that the adobe flash-based learning media in the material for making evening party dresses has fulfilled the criteria of good learning media and is declared suitable for use as an alternative learning media. Suggestions for future developers include, among other things, developing learning media with more varied dress designs and developing learning media using other software that can be operated with Android or IOS based smartphones.

Keywords: development of learning media, adobe flash, evening party dresses

I. INTRODUCTION

Learning media is a supporting tool that can be utilized by teacher and students to ease the learning process. Nowadays, technology development makes the teacher possible to have wider development towards their learning media, one of them is by utilizing computer technology. The utilization of computer technology can help them in transferring materialseasier and more interesting and also make an independent learning process possible outside of the class.

The learning media used in SMKN 7 Malang in the subject of night party dress is printed media, like module using direct demonstration method. It caused the students 'comprehension was not optimum.

One of the using of computer technology on this learning is by creating interactive media in a form of adobe flash CS 3. According to Ariani & Haryanto (2010:6), interactive media can create teaching and learning process that is more interactive, time saving and flexible that can ease the students in comprehending the materials, can add their curiosity, and can ease the teacher in giving the materials. The result of the study of Permata & Muin (2014:146) shows that adobe flash software can create more interesting teaching and learning process and not monotonous because it can present the materials in a form of text, pictures, moving pictures, audio, and video at the same time, therefore the materials are very easy to understand. The students can use this media as an independent learning tool and help the teacher in delivering the materials more clearly. Based on the result of the study, it is shown that the learning media developed by using adobe flash can give positive benefit in learning, like be able to increase the students' desire in learning because the materials are served in an attractive way and easy to understand.

Adobe flash-based learning media that is going to make is a development of the module in the subject of night party dress making.

II. THEORETICAL STUDY

According to Sugiyono (2014:407), research and development is a research conducted to create a product and then product's effectiveness will be assessed. While Suryani, et al (2018:122) said that research and development is a solution to solve learning's problem. The development is creating a new product or repairing an old product in which the assessment was previously conducted to know its 'effectiveness in order to get better product.

1. Learning Material

According to Suryani, et al (2018:5), learning media is a tool to send a message related to learning process in order to attract students 'attention and desire to learning, therefore the learning goals can be achieved. According to Gerlach & Ely (in Arsyad, 2014:3), learning media is a human, a material, or incident that can create a situation where the students can gain knowledge, skill, and manner.

Learning media is everything that is useful as a connector to send a message in a form of knowledge and skill in order to increase the students' attention and desire to learn, and the learning goals can be achieved well.
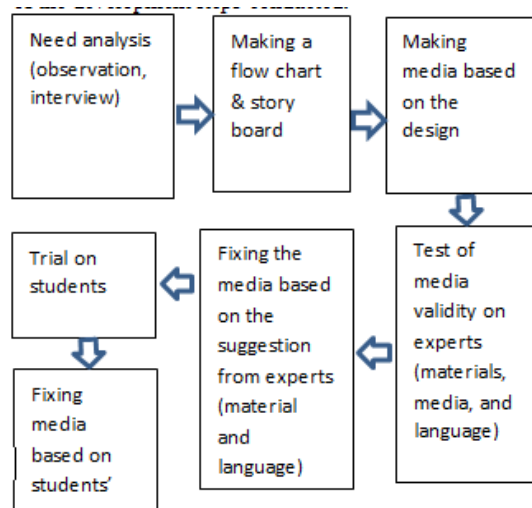
2. *Adobe Flash*

According to Fathur (in Suryani, et al 2018:93), adobe flash is a computer software that can be used to create an animation or picture using a small size vector. While according to Pranowo (2011:1), adobe flash is software that is mostly used to develop computer technology-based media because it can do many works related to multimedia. So, adobe flash is software to create an interactive multimedia consisting a mixing of text, pictures, animation, audio, and video, therefore it can create learning media in more attractive way.

3. *Night Party Dress*

According to Rinartati (2018:14), night party dress is a dress wore in the night with a glamour appearance, usually using soft materials, darker color with blinking decorations. While according to Khayati (1998), night party dress is a dress wore at the time of sun sets until midnight in formal or informal, soft material, darker color with blinking decorations that give glamorous effect.

III. RESEARCH METHOD

The development of learning media in the material of night party dress making is using development model of ADDIE that consists of 5 steps, they are: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Here is the chart of the development steps conducted:

Picture 3.1. the steps of media development

The feasibility of adobe flash-based learning media can beseen from data collecting obtained from questionnaire of media assessment that has been fulfilled by the material expert, media expert, languageexpert, and students as respondent.

This research is using likert scale with an eliminated median to prevent bias answer. The explanation of range using 4 scales showed in table 3.1

Number	The qualitative meaning
4	Very well/ very feasible/very easy/very appropriate/very proper
3	good/ feasible/ easy/ appropriate/ proper
2	Not too good/ less feasible/ less easy/ less appropriate/ less proper
1	Not good/ Not feasible/ difficult/ Not appropriate/ Not proper

Source; Arikunto, 2013:185

IV. THE RESULT OF IMPLEMENTATION

The result of the implementation based on scoring is shown on table 4.1. below:

Table 4.1. Data of Implementation Result

No	Aspek Penilaian	Tse	Tsh	V (%)	KET
1.	Media Appearance	743	792	93,8	Very feasible
2.	Material Presentation	1.103	1.188	92,8	Very feasible
3.	Utilization	618	660	93,63	Very feasible
	Total	**2.464**	**2.640**	**93,3**	Very feasible

Based on the result of the study, media appearance got 93.3&, it means that the learning media developed has an interesting design and easy to run. The explanation of appearance aspect is:

1. Aspect of convenience in operating by the students got 91.67% which means that the learning media is easy to operate by the students. It is appropriate with good assessment criteria of learning media. According to Wahono (2008), a good media is those that fulfilling usability aspect which means it is easy to operate.

2. Aspect of picture appearance got 94.7% which means that the picture in the media is appropriated with the materials going to learn. This result is in line with Widada,et al (2017:54) that the using of appropriate picture can visualize the process of something properly, so that it can increase the students' interest in learning it.

3. Aspect of text presented clearly and easily to understand got 93.9% which means that the text presented is readable clearly and easily to understand. It is in accordance with Chee & Wong (in Sholihah, 2018:110) that text clarity or witting such as letter's font, size and space must be adjusted with the layout, so that it is readable easily by the students.

4. Aspect of picture, audio, and video presented clearly and interesting got 94.7% which means the picture, audio, and video presented is clear enough and attract the students' desire to learn. It is appropriate with the excess of interactive multimedia according to Munir (2013:113) that the mixing of picture, audio, and video is able to visualize the difficult to explain materials using traditional tools, therefore it ease the students in comprehending the materials presenting.

5. Aspect of media appearance that could attract the students' intention got 96.2% which means that the learning media's appearance can attract the students' attention to learn the materials. It is exactly what Thorn said (in Sholohah, 2018:110)

that a good media is a media that is interesting and has aesthetic value that can increase the students' interest in learning.

According to the result of the research in aspect of material presentation that got 92.8%, it belongs to very feasible category which means that the developed learning media has presented systematically well, consisting appropriate materials with the learning goals, using appropriate language, sentences, terms, and symbol, and also having exercises that is appropriate with the materials. The explanations of the result of material presentation are:

1. Aspect of material presentation that presented systematically got 91.67 which means that the material presented in the learning media has been systematically arranged that consists of introduction, content, and closing. It is in accordance with the criteria of feasibility aspect according to BNSP (Purnowo, 2008) that the arrangement of every material must be appropriate with the existing guideline that has introduction, content, and closing.

2. Aspect of material presented coherently based on the order of the learning goals got 94, 7% which means that the material presented has been appropriate with the order of the learning goals which is presented coherently from simple to complicate. It is in accordance with Abidin (2016:10) that the learning media must be able to help learning goals achieved.

3. Aspect of materials presented clearly and easily to understand got 92,42% which means that the materials presented was clear and easy to understand. It is suitable with the utilization of the media according to Sudjana & Rivai (in Arsyad, 2014:28) that the learning media must be clear in order to be easy to understand by the students.

4. Aspect of materials presented that could serve the students learning independently got 92, 42% which means that the media in the material can be used independently by the students. It is

suitable with the excess of interactive multimedia according to (2014:146) that interactive multimedia can be used independently based on the students' ability in understanding the material.

5. Aspect of sentence used that were not bias got 91,67% which means that the sentence used in the media is not confusing the students. It is in accordance with Harjanto (in Sholihah, 2018:111) that the sentence used must be communicative, clear, and have good quality so that the students are not confuse in comprehending the materials.

6. Aspect of language used was clear and easy to understand got 93,2% which means that the language used in the media has referred to good and correct Indonesian Grammar so that it is clear, not complicated, and easy to understand. It is appropriate with the criteria of language feasibility aspect according to BSNP (Purnowo, 2008) that grammar used in transferring the message or information must refer to good and correct Indonesian Grammar.

7. Aspect of terms used was easy to understand got 91,67% which means that the terms used are easy to understand because it uses the terms appropriated with the materials. It is in accordance with the criteria of content feasibility according to BNSP (Purnowo,2008) that the terms used must be appropriate with the custom of the targeted subject.

8. Aspect of symbol and icon used wereclear and easy to understand got 93,2% which means that the symbol and icon used in the learning media are easy to understand because it uses the symbol and icon appropriated with the materials. It is suitable with the aspect of content feasibility according to BNSP (Purnowo, 2008) that the symbol and icon used must be appropriate the habit of targeted subject.

9. Aspect of exercise provided were appropriate with the materials presented got 94,7% which means that the exercise provided in the learning media is approprate with the materials, so that the students can answer the questions easily. It is in accordance with the criteria of presentation feasibility aspect according to BNS (Purnowo, 2008) that the exercise presenting must be able to train students' ability in comprehending and practicing the concept related to materials given.

According to the result of the research, the aspect of advantage got 93.63% that belongs to a very feasible category which means that the content and the performance of the media is giving advantage to the students in increasing their desire, motivation, and learning result. The explanation of advantage aspect is below:

1. Aspect of learning media made the students easy in understanding the materials got 94.7% percentage which means that the learning media can give the students convenience in understanding the materials. It is suitable with the advantage of the learning media according to Sudjana & Rivai (in Arsyad, 2014:28) that the learning media must be clear and easy to understand by the students.

2. Aspect of material presentation of learning media that could improve the students' desire to learn the materials got 95.54% which means that the developed learning media can increase the students'desire to learn. It is in accordance with advantage of learning media according to Windhiarty (2017:369) that the learning media can improve the students' desire to learn.

3. Aspect of presentation of learning media that could increase students' desire in learning the materials got 92.42% which means that the developed media presentation is interesting that can attract students's desire to learn the materials. It is suitable with the advantage of the learning media according to Hamalik (in Arsyad, 2014:3) tat the learning media can trigger interest, motivation, and desire of the students to learn.

4. Aspect of lerning media that could improving students' motivation in learning the materials got 93.18% which means that the developed learning media is able to improve students' motivation to lern the materials. It is in accordance with the advantage of the learnig media according to Arsyad (2014:29-30) that the learning media can improve and focuse students' intention so that their motivation to learn is growing.

5. Aspect of learning media that could improving students' learning result got 92.42% which means that the content of the material in the learning media is easy to understand, therefore it can increase the students' result of study. It is in accordance with Sugiyono (2014:257) that a good learning media can give positive advantage, on of them is increasing the result of students learning.

V. CONCLUSION

Adobe flash-based learning media in the material of nigt party dress making is developed in accordance with the steps of ADDIE development model that covers need analysis, design making, media making, experts validation and implementation, and also evaluation. Based on the result of the study, it conludes that:

1. Learning media is easy to operate by the students
2. The picture presented in the learning media is suitable with the materials going to learn.
3. Text presented in the learning media was clearly and easily read and understood by the students
4. Pictures, audio, and video presented is clear and interesting to attract students' esire to learn.
5. Pictures, audio, and video can ease the students in understanding the materials

6. Presentation of the learning media can attract students' intention to learn the materials
7. Material presented is systematic that consists of introduction, content, and closing.
8. Materials presented is in accordance with the order of the learning goals that is presented starting from simple to complicated.
9. Materials presented in the learning media is clear and easy to understand
10. The media could serve the students to learn independently.
11. Sentences used in the learnig media is not bias therefore the students arenot confuse.
12. The media refers to good and correct Indonesia Grammar so that it is clear, not complicated, and easy to understand.
13. The terms in the learning media is easy to understand because it uses terms suitable with the materials.
14. Symbol and icon used in the learning media is easy to understand because it uses symbol and icon that is suitable with the materials.
15. The exercise provided in the learning media is suitable with the materials so that the students can answer the exercise easily
16. The developed learning media can help the students to understand the materials given easily.
17. The learning media can increase the students' desire to learn the materials
18. The presentation of the learning media can increase the students' desire to learn the materials
19. The learning media can increase the students' motivation to learn the materials
20. The learning media can increase the students' result of study
21. Moving animation is dictructive to the students' concentration.

VI. SUGGESTION

The suggestion is to eliminate moving animation because it can distract students' concentration. In the future, the research can be continued with diferent materials or different type of software.

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